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ABSTRACT

This issue of the Curriculum Report looks into new social studies programs developed by ten different schools across the country. Analysis of these programs is facilitated by discussing and categorizing the changes in social studies as those concerned primarily with content and those associated with strategies of instruction. Four major content changes include the trend away from expository history and toward the behavioral sciences, attention to the analysis of individual values, systematic and realistic study of public issues, and closer concern with local needs, resources, and problems. New instructional strategies emphasize experiential learning, the use of role-playing activities, group discussions, student selection of courses and assignments, and other inquiry oriented activities. Representing these trends, the active school programs are described in terms of content, form, and implementation with names and addresses for further contact with the programs for interested readers. An annotated list of supplementary reading provides more exposure to the new social studies and social studies programs. (JH)

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Research
Ideas
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CURRICULUM Report

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Yes, indeed, there are...

New Social Studies Programs

Tardy, but not too late

The advent of the so-called new math, the science "alphabet" innovations, and proposals for reforms in the social studies during the 1960's was greeted by educators as unmistakable evidence that a new day was dawning. Indeed, in mathematics and science the impact of designs for changing both content and method was quick and pervasive. In the case of social studies, however, the impact was not nearly so immediate or total. While teachers and administrators might profess their commitment to the "inquiry approach" or to the "new social studies," the adoption of programs and materials reflecting the implied revision of philosophical approach hasn't exactly swept the country.

Even so, changes in the social studies curriculum are taking place, and evidence indicates this movement is going to continue and, probably, to accelerate. The main directions along which these changes appear to be moving are discussed in the first few pages of this Curriculum Report. What these changes may look like in actual practice can be seen by the brief descriptions of innovative social studies programs in 10 secondary schools, which follow the general analysis.

To promote this analysis, developments in the social studies field have been divided into two categories: (1) those curriculum changes that are concerned primarily with content, and (2) those associated mainly with the strategies of instruction. Some new curriculum patterns do, of course, transcend this division, but for our purposes this categorization does provide a useful way of looking at present conditions.

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Not just the same old stuff

Four changes in social studies content, which are still in process, deserve particular attention. They are:

- A trend away from expository history and toward the behavioral sciences;
- Increased attention to the analysis of individual values;

- More systematic and realistic study of public issues; and

- Closer and more active concern with local needs, resources, and problems.

The most obvious change has been a lessening of the emphasis on history in the total social studies curriculum. Well into the 60's, history in combination with civics of the traditional sort dominated the social studies course offerings of most high schools. In those days, social studies teachers were almost always referred to as "my history teacher"; and at gatherings if someone mentioned that he taught social studies a frequent response would be, "I always hated history."

Then, what for long had been only a modest effort to bring the concepts and generalizations of the many other social sciences into the pre-collegiate curriculum gathered strength, encouraged by financial support from such sources as the National Science Foundation, the U.S. Office of Education, and numerous private sources. A concomitant of this movement has been to place man and human behavior at the focus of the newer social studies programs.

The result has been the appearance of a variety of well-researched and carefully structured curriculum materials quite different in coverage and purpose from those that long dominated the school scene. These new materials can be put into one or the other of two main groups:

Those that draw mainly on a single social science; for example,

American Political Behavior, a secondary school course that takes a behavioral approach to political science,

Geography in an Urban Age, the program developed by the High School Geography Project, and

Sociological Resources for the Social Studies, a package consisting of a text for a half-year course and a number of shorter unit booklets that make the content and processes of sociologists available to high school students and teachers.

Those that are more clearly multi-disciplinary in structure; for example,

Our Working World and Man: A Course of Study at the elementary school level, and

The four-year social studies curriculum developed at Carnegie-Mellon University covering such areas as Comparative Economic Systems, Traditions and Change in Four Societies, The Humanities in Three Cities, and Introduction to the Behavioral Sciences.

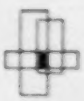
The "social science" approach to content is rivaled by the increased significance being given to values in the social studies program. While few curriculum specialists believe that values can or should be "taught," they and many local curriculum groups contend that "value clarification" or "value analysis" be emphasized throughout the school years in which the social studies are taught.

What to do about values and value education is one of the hottest topics at social studies workshops. Many administrators appear to be somewhat leery of this trend, mainly because of possible resistance from some conservative sectors of their communities. But when implemented with care, utilizing the methodology suggested by specialists on the subject, the examination of values can be both an exciting and a meaningful addition to social studies education.

Paralleling and complementing the analysis of values has been the movement toward a rational and structured study of public issues. The contemporary approach is radically different from that used in much of the study of so-called controversial issues, which generally results in nothing much more than opinion-sharing sessions that generate a great deal of heat, but very little light.

Newer curriculum designs and materials focus on a careful description of an issue and its social context. Systematic patterns of clarification and analysis lead to personal decision making on the part of students, for the overall objective of these programs is to help students develop command of rational decision-making processes, which they can use when confronted with personal and public dilemmas.

Finally, the past few years have witnessed a more intimate and action-oriented concern with local needs, resources, and possible solutions to local problems than formerly was true of social studies courses and content. Global topics are still the major components, but they, too, are frequently related to community-based issues. For instance, students in the Chicago area might begin their study of world geography with an analysis of the ships that use the port of Chicago. Or an economics class in Witchita might open its examination of national economic policy by studying the impact of the energy crisis on the small-airplane plants in that city.



For the new wills, new ways

Instructional strategies used in the social studies classroom have changed at least as much as course content--from the viewpoint of the general observer and of some teachers, even more. (To be fair it should be said that many teaching/learning patterns now widely favored have been employed by creative teachers for many years.)

- Role-playing activities and simulations have probably had a larger impact on social instruction than on most other curriculum areas;
- Group discussions, seminars, and similar arrangements are much more frequently used than formerly;
- Students have opportunities to select their assignments from lists proposed by the teacher or can develop their own to meet their interests while satisfying the criteria for a given unit; and
- Other techniques that call for inquiry, the assessment of original documents, and first-hand contact with the facts of life and the people responsible for them are replacing the traditional "Read the next 20 pages and do the odd-numbered questions" teaching and learning procedures.

These newer methods frequently produce activities commonly called experiential education or action learning, which may range from in-class surveys which are tallied and assessed by students to situations where students actually work in community offices and agencies and where their experiences and observations become "content" for their social studies seminars.

An unusual example of learning-by-participation is a new curriculum project based at Indiana University titled Comparative Political Experiences. It is developing materials and processes for a social studies course that will use the students' own school as the laboratory where they will improve their political skills and their abilities to interpret political experiences by actual political participation in the life of their school.

Plans and arrangements for individualizing instruction that are frequently employed in other curriculum areas are also finding a place in the social studies. Notable among these are mini-courses and other courses that are composed of modules that may or may not be sequenced. In this connection, it is interesting and also significant that a challenge that confronts any thoughtful and innovative social studies teacher is reconciling the values of the individualized, student-made curriculum with the group efforts that seem necessary to the effective consideration of public issues and political values.

Common to all of these trends in instructional strategy is the effort to make the student an active participant not only in the teaching/learning act but in the social scene itself. Increasingly, social studies courses call upon students to be citizens in a complete sense, not just readers and talkers about citizenship.

For years, social studies offerings ranked at or near the bottom on most surveys of student attitudes toward the various instructional areas in the secondary school curriculum. However, a radical reversal of attitude has been observed in most schools where some or all of these innovative changes in social studies programing have been made. This alone is not convincing proof of the value of the changes, but it certainly is consistent with the judgment of both classroom teachers and scholars in the social sciences that the newer social studies programs are both more appealing and intellectually more substantial than those more conventional in content and methodology.

Exempli gratia

The remainder of this Curriculum Report is devoted to descriptive notes on 10 programs that illustrate the variety of ways in which social studies curricula are being reformed at the hands of imaginative and resourceful classroom teachers and other instructional leaders. The programs annotated here were drawn from a larger number recommended to the editor by the Social Studies Consortium at Boulder, Colo., and the Social Studies Development Center at Indiana University.

INTEGRATED SOCIAL STUDIES Parker Senior High School, Janesville, Wisc. 53545.
Contact: John W. Eyster.

Integrated Social Studies (ISS) is a three-year program, with the first two years required of all students. Writing of the program as a whole, the staff said,

> Our goal is to observe, interpret, and evaluate man as a total, many-sided being. ...We use the knowledge and viewpoints of the six social sciences [anthropology, economics, geography, political science, psychology, sociology], the arts, history, and various value-belief systems for our course content.

The first year of ISS opens with a study of the interplay of environment, maturation, and values that shape the individual, and continues with a careful look at the individual as he or she relates to groups and institutions of different kinds--peer groups, family, religious organizations, and so on.

The second year, at the start, emphasizes the nation-state and the involvement of the student/citizen in the processes of government. In the second semester, students proceed to a consideration of man and his/her role in the world, culminating with a serious look into the future, both immediate and long-range.

The final year in the sequence presents the student with a wide variety of elective opportunities, such as:

- ✓ A dozen or more mini-courses, some of which meet at 7 a.m.;
- ✓ Advance Placement American History;
- ✓ Community Action seminars, which provide real-life problem-solving experiences with matters of concern in the Janesville area;
- ✓ Independent studies of different kinds, both on an individual and a group basis.

Student performance is evaluated by: (1) a special project proposed by a student or a group of students; (2) oral evaluation, a group discussion, in which the level of the student's participation provides evaluative data; (3) objective evaluation, some form of test; and (4) essay evaluation, in which the student develops an essay on a question significant to the unit, a question which usually is identified at the start of the unit.

An unusual aspect of student involvement is the Peer Assistant Program, which is open on application to those who have demonstrated special competence in the social studies. A Peer Assistant may choose to provide research or other help to a staff member or to other students with problems.

BELL JUNIOR HIGH SCHOOL, 1001 Ulysses, Golden, Colo. 80401.
Contact: George Carnie, formerly principal of Bell JHS and now assistant superintendent for staff development, Adams County School District No. 12, 11700 Irma Dr., Northglenn, Colo. 80233.

The innovative social studies curriculum at Bell Junior High School was one of the outcomes of a major all-school effort to create a democratic environment, an experiment to see if and how a junior high school could become more open, democratic, and humane in fact and practice as well as in principle. To quote Carnie:

> Instead of teaching about democracy, we tried to actually live and practice some of these concepts so then, in reality, the entire school became a lesson in social studies....Also important was the fact that we really freed the system to allow the social studies department to relate school life to democracy.

The social studies curriculum, in the customary sense of that word, consists of five semester courses, at least two of which every student must take sometime during

his three years in the school. Such everyday school language, however, does conceal several of the more significant aspects of the program; namely:

- ✓ Each semester course consists, actually, of a pair of nine-week courses;
- ✓ There is no stipulated sequence in which the course-pairs can or must be taken;
- ✓ Consequently, class groups include students from all three grade levels; and
- ✓ Students are free to select not only the course pairs they will take and when, but also the teachers with whom they will study.

In this last connection, it should be said that counselors, teachers, and parents are always available for advice. But more than that, the staff has undertaken to develop teacher-centered, student-teacher-centered, and student-planned classes so that a student can select the degree of structure that seems most worthwhile. Furthermore, this range of classroom environments means that teachers are also free to employ the teaching styles with which they are most comfortable and productive.

The five course-pairs in the social studies program are:

- Anthropology & Study of Cultures
- Soviet Union & Western Europe
- The American Frontier & The Colorado Story
- Social Interaction & The American Dream
- Due Process of Law & Contemporary American Problems

WILDE LAKE HIGH SCHOOL, 5460 Trumpeter Rd., Columbia, Md. 21043.
Contact: John M. Jenkins, principal.

About 1,000 of the 1,100 students in Wilde Lake are enrolled currently in the social studies program, which ranges from an introductory course to a set of over 20 elective opportunities supplemented by a year-long AP European History course.

Social Studies I has been designed to give students a conceptual background and the skills basic to further study in the social studies field--reading for content, interpretation of data, map reading, and so on. The course opens with a nine-week study of comparative cultures. The remaining three nine-week sessions are adaptations of longer programs created by the Education Development Center; namely, Subject to Citizen, Man, a Course of Study, and People and Technology. It is worth noting that the last two of these three are being effectively used with high school students even though they were planned for use with younger students.

Social Studies II is an American History course, but different from most with that title. SSII is also divided into four nine-week segments. The topics in this case are:

(a) Roots of American Culture
(b) Development of the American Culture
(c) The Concept of Conflict
(d) Reform

Social Studies III is a congeries of nine- and 18-week courses on a great range of subjects; for instance, Urban Geography, War and Peace in America, Asian Culture, Political Theory, and The Harlem Renaissance. To give a bit more detail about one in this family of courses, Criminology in nine weeks last fall featured 15 speakers on various aspects of the topic along with numerous field trips and independent research projects. The teaching team for the course consisted of a regular faculty member, a state supervisor of penal institutions, and an attorney, supplemented by other community members.

Social Studies IV is the previously mentioned AP course in European History, which is open only to students considered to be ready to do college-level work.

In addition to its regular curriculum, the social studies department sponsors a series of 10 films--for example, "To Kill a Mockingbird," "Citizen Kane," and "Sounder"--open to all students, but those who choose may complete a study plan related to the films and receive credit in whatever social studies courses they are enrolled in.

HARWOOD UNION HIGH SCHOOL, Moretown, Vt. 05660.
Contact: Jonathan S. Weil, chairman, Social Studies Department.

The social studies program at Harwood is a persuasive example of what a thoughtful staff can do in a comparatively small high school (770 students). In that program, the following courses are required:

- Grade 7: Man in Many Settings ("Very international," says Weil.)
- Grade 8: Early American History
- Grade 9: Introduction to the Social Sciences (About this course, Weil notes, "No theory; an attempt to make the social sciences as practical and behavioral as possible.")
- Grade 11: U.S. History in the 20th Century

In addition, a set of semester-length electives are open to all students in grades 10-12: Anthropology, Humanities, Politics, Philosophy of Man, and World History, the last being a full-year course.

There are two ways in which this program contrasts with many other contemporary patterns: (1) it contains no mini-courses, and (2) it has a substantial required-course structure with only a limited number of electives. In commenting on these points, Weil wrote:

> It is felt that what is important should not be included in mini-courses for a few students each, but should be incorporated in all classes from the 7th through the 12th grades. Such important values and concepts include such matters as political equality, social justice, economic welfare, ecological health, and peace-making and peace-keeping.

He went on to say that another reason for keeping the number of electives and mini-courses under control is that teachers would not have time adequately to plan and prepare for a proliferation of short courses, many of which would be likely to be only transient members of the curriculum. Existing courses are mainly locally designed; "the alternative is to buy somebody else's program, and we haven't reached that point."

NEWPORT HARBOR HIGH SCHOOL, 600 Irvine Ave., Newport Beach, Calif. 92660. Contact: Thomas C. Wilson, assistant principal for planning and development.

A Special Arrangement....

> In response to a request for information from the editor of the Curriculum Report, Mr. Wilson sent a 10-page letter in which he described at length and in detail the extensive social studies program operating in this 3,000-student high school, noting also some of the local conditions that contribute to the variety and strength of that program.
>
> Summarizing that program adequately within CR space seemed impossible. Instead, Mr. Wilson has agreed to reproduce his letter to the editor and make copies available on request. To obtain a copy, send a self-addressed stamped (20¢) envelope with your request to Mr. Wilson at the above address.

SEVENTH GRADE CORE CURRICULUM, Craig Junior High School, 6501 Sunnyside Rd., Indianapolis, Ind. 46236. Contact: Fran Etheridge, principal.

One of the purposes in mind when this issue of the Curriculum Report was planned was to illustrate ways in which schools have successfully combined "national" curriculum plans and materials with locally developed content and procedures to create learning opportunities specifically appropriate to the student body of a particular school. The 7th grade core curriculum at Craig Junior High is a case in point.

The decision to do away with the distinction between language arts and social studies courses came first. After examining the degree of overlap of the two instructional areas, it was agreed to combine the two--actually, to work up a new course that would draw on the potential of both areas and contribute to the objectives of both and then some--and to search for teachers with dual academic backgrounds, which would permit them to work with the new core courses as they were formed.

The interdisciplinary approach seemed logical enough in theory, but what was to be done about an actual teaching/learning curriculum? After a couple of years of trying and searching, the Craig staff decided to build its curriculum on Man: A Course of Study (an EDC product previously mentioned in these pages) as the social studies base and on two language arts series, The Language of Man and Man, both available from McDougal, Littell & Co. of Evanston, Ill. Evidently, this core program has a social studies foundation inasmuch as all three of the sets of materials focus on "man."

True to their scholarship, Craig teachers are quick to say that the mere act of combining two academic fields and introducing exciting new course materials have not solved all their problems; emphasis on the learning process rather than on content has not produced classrooms of clear, concise, and logical thinkers. But there have been real gains. Teachers testify that:

- ✓ Students are both more able and more willing to discuss important aspects of the world and man;
- ✓ They have become more analytical and better able to formulate questions about what they are studying;

- ✓ At the everyday level, students are acquiring skills and attitudes for effective cooperation, primarily through their small-group discussion sessions and seem more able and disposed to resolve personal differences peaceably; and
- ✓ They are developing greater awareness of what it means to be a human being and of the nature and significance of social behavior.

WORLD RELIGIONS CURRICULUM DEVELOPMENT CENTER, St. Louis Park Schools, 6425 33rd St., St. Louis Park, Minn. 55426. Contact: Lee Smith, project director.

The World Religions Curriculum Development Center, sponsored by the St. Louis Park public school system and funded by a Title III ESEA grant, came into being last August to develop, field test, and disseminate a model course in world religions for secondary school use. This, of course, is not the first attempt of this kind, but shortcomings in previous efforts justify a new and more carefully monitored one.

A one-semester course, Religion in Human Culture, is being field tested in St. Louis Park High School this year. (Obviously, developmental activities began well before the Center made its formal appearance.) At least two more rounds of testing and revising are contemplated before the course plans and materials will be made generally available.

Religion in Human Culture is thought of as being basically a social studies course, and those creating it are using the NCSS Social Studies Curriculum Guidelines as bench marks. Those Guidelines stress a commitment to rational processes in human affairs, but, as Smith states, the staff is undertaking "to maintain the imprecise, delicate, and very human qualities that religion represents." From the outset, the project staff have worked closely with a student advisory committee and a community advisory committee, both of which represent the religious diversity of the region. In addition, consultants from various social sciences and the academic study of religion are assisting with the development of the program.

The course, in its developmental form, has four principal parts:

1. Learning about the Diversity of Religious Expression--Building a Model, with units on such topics as The Role of Religion in Human Culture, Data for Studying Religion, and Religious Stereotypes.
2. Exploring the Major Religious Traditions, in which the model is applied to several different faiths.
3. Religious Issues in Contemporary Life, with consideration given to such matters as Religion and Public Policy and Religion and Cultural Change.
4. Independent Study and Field Work

Because the Center's funds and, consequently, its manpower are on the modest side, and also because of the proper scholarly caution of the staff at this early stage in the preparation of the new course, the Center is not yet ready to fill requests for materials. But it does welcome less demanding expressions of interest. And in March it began publication of an occasional newsletter, which it will be happy to make available to anyone indicating an interest in receiving it.

SOCIAL STUDIES LABORATORY, Enfield High School, Enfield, Conn. 06030.
Contact: Dennis Corso, faculty adviser.

Enfield High's Social Studies Lab is non-classroom, extracurricular, student-created and student-directed. From the Lab, over the last half-dozen years or more, has come a steady flow of materials, activities, and services for the benefit of the school and the Enfield community.

★ The Living History Center is one of the ongoing features of the Lab. In the Center, individuals or groups of students on their own initiative and usually unrelated to their regular course work can prepare slide-tape presentations on almost any topic that seriously interests them. (It all began with "Our Vanishing Heritage," which made the school and community aware of their history, natural endowments, and problems.) To get permission to use the Lab for a Living History project, a boy or girl applies to the student board that controls the Lab. If the application is accepted, the student is then provided with materials and equipment needed, and is given other assistance by more experienced students. The student is, however, largely on his own as far as essential research, planning, gathering and organizing, and finally making materials are concerned.

★ Another feature of the Social Studies Lab is its lab cart program. A lab cart is actually a mini-resource center on wheels. Each cart contains books, periodicals, filmstrips and other AV items, and various materials and references useful in the study of some socially significant topic or issue. Carts have been prepared on environmental matters, mental health, propaganda, China, Israel, and Canada, to name a few.

A student team plans a cart--carts themselves are built in the school shop at a cost of under $25 each--for which a slide-tape presentation ordinarily is a basic resource. Students are also responsible for keeping cart materials current.

★ The Lab also includes a Materials Analysis Center where new curriculum materials are reviewed by student-teacher teams. The curriculum materials themselves, evaluative information, and related documents make the Materials Analysis Center a valuable resource for both faculty and for students in their regular classes and in their independent work in the Social Study Lab.

★ Finally, Dig-Discuss-Do is a community-action program involving student-teacher teams in "digging" for the facts, "discussing" facts and issues, and the "doing" something positive to influence community action on a local or national environmental issue.

More details about these and other features of the Laboratory are available from:

Enfield High School Social Science Laboratory: Alternate to the Classroom, a 10-page mimeographed document in which Corso provides a great deal of operating information. (Free on request.)

Enfield's Exciting Alternative, issue No. 2 in the "Profiles of Promise" series prepared by the ERIC Clearinghouse for Social Studies, 855 Broadway, Boulder, Colo. 80302. (Available on request.)

Enfield: The Vision That Is Changing the World, an illustrated bulletin published by Eastman Kodak, Department 454, Rochester, N.Y. 14650. 50 cents.

NEWARK HIGH SCHOOLS, 83 East Main St., Newark, Del. 19711.
Contact: Phillip Mow, supervisor of social studies.

Three high schools in the Newark School District enroll a total of 3,600 students. About 35 teachers work in the social studies departments of the three schools. While an overall district social studies development plan exists, teachers and the department in each school have major control over what is to be done or bought and when. Student judgment is also being solicited as a guide to the revision and expansion of the social studies program.

The Newark social studies curriculum structure has three centers of emphasis:

Middle School (6-8): World Cultures,

Grades 9-10: American Studies, and

Grades 11-12: World Studies

This hierarchy, however, is less traditional than the titles may suggest; for instance:

- An American History Course is required of all 9th graders. This replaces the course that in most schools is required of juniors or seniors. In Newark, this is the only social studies course specifically required of all students. Actually, three somewhat different courses are offered under this title, and several of the texts and pamphlet series coming out of national project sources are used.

- About a dozen semester-length electives complete the second year in the American Studies series. Some of these are topical U.S. history in coverage--e.g., U.S. Military Heritage and U.S. History and World Affairs since 1945--but a majority have a more general social science orientation--e.g., Justice in Urban America and American Political Behavior.

  Although the staff recommends that students cluster their American Studies courses in grades 9 and 10, the 10th grade electives are open to students in grades 11 and 12 as well. Additionally, the 10th grade American Studies electives have been designed so that they will meet the "senior social studies" requirement that some other schools maintain.

- The World Studies electives, which are still in the process of being developed, offer students an opportunity to investigate other than Western countries of the world and to begin their studies in a number of other social science fields.

  Although planned mainly for juniors and seniors, the World Studies courses may also be elected by 10th graders. There is no course requirement here, but students are being urged to select at least a one-year series of courses from those offered in the World Studies group. Among courses currently available in one or more of the schools are: Religions of Eastern Peoples, Social Effects of Science and Technology, Basic Human Behavior, and Political Science.

- While there are many combinations of courses students may assemble for the purpose, all must satisfy the school requirement of completing satisfactorily a minimum of three credits in social studies to qualify for graduation. The three, in addition to the mandatory 9th grade American History course, must include two semester courses from among the American Studies group and two half-courses or the equivalent from the World Studies offerings.

Some Supplementary Reading

1. Kenworthy. Social Studies for the Seventies. Waltham, Mass.: Blaisdell Publishing, 1966. An excellent source combining theoretical discussion of rationale and trends in the social studies with specific suggestions for content and classroom activities.

2. New In-Dept Evaluations of Social Studies Curricular Projects, Programs, and Materials. Vol. 36, No. 7 (Nov. 1972) of Social Education, the journal of the National Council for the Social Studies. A systematic review and evaluation of 26 major social studies curriculum projects.

3. Raths, Harmin and Simon. Values and Teaching. Columbus, Ohio: Charles E. Merrill, 1966. Still the best book for a clear and useful approach to the value clarification approach in the classroom.

4. Social Studies Curriculum Materials Data Book. Social Science Education Consortium, Boulder, Colo., 1971-74. This compendium of one-page descriptions of nearly all the materials, texts, and games in the "new social studies" should be in every school. It is updated frequently with additional sheets describing new or revised programs.

5. Smith and Cox. New Strategies and Curriculum in Social Studies. Chicago, Ill.: Rand McNally & Co., 1969. A succinct, yet thorough treatment of the new trends with a somewhat dated description of many of the curriculum development projects.

KUDOS.....The summary of trends in the social studies field, with which this Curriculum Report opens, was prepared by C. FREDERICK RISINGER, coordinator for school social studies at Indiana University. For a number of years prior to his joining the University staff, Risinger was chairman of the social studies department at Lake Park High School in Roselle, Ill.

The program annotations were prepared by the editor from extensive documentation the people named above provided him. He regrets that he could not include more detail about each of the programs, but he is certain that other requests for information will be honored as quickly and as fully as his were.

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